

## What are the West Virginia Professional Growth Guides?

The Professional Growth Guides were developed to provide West Virginia educators a resource which may be utilized to assist in advancing the professional practices of classroom teachers. The Professional Growth Guides bring together the West Virginia Professional Teaching Standards and the West Virginia Educator Evaluation System into a single set of documents which supplies educators with a variety of information and resources which may be employed to improve professional practice within a given professional standard.

## How can classroom teachers utilize the West Virginia Professional Growth Guides?

Teachers who desire to improve their own professional practice within any of the West Virginia Professional Teaching Standards may refer to the appropriate growth guides to find assistance. The growth guides provide concrete examples of professional practices which are observed / demonstrated within the classrooms of highly successful teachers. Specifically, the growth guides delineate some of the practices of Accomplished and Distinguished West Virginia teachers. Additionally, teachers will find a long list of other resources (websites, books, scholarly articles, etc.) which may be sought out and referenced for even further assistance with improving professional practice.

## How can school principals utilize the West Virginia Professional Growth Guides?

School principals are tasked with the completion of an annual evaluation for each of the classroom teachers in their school. The West Virginia Professional Growth Guides provide principals with concrete examples of professional practices which are observable within the classrooms of highly successful teachers. Principals may reference these guides prior to conducting observations in a teacher's classroom. Principals may also find the numerous other resources recorded within the guides useful when providing additional support to educators who may be struggling in some aspect of their professional practice.

## Stakeholders for the West Virginia Professional Growth Guides

The following professional educators contributed to the creation of the West Virginia Professional Growth Guides:

Erin Sponaugle (2014 WV State Teacher of the Year)	Berkeley County Schools
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Kelly Haynes (Principal)	Kanawha County Schools
Melissa Lawrence (Principal)	Kanawha County Schools
John Patrick (Teacher)	Kanawha County Schools
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## STANDARD 1: CURRICULUM AND PLANNING

### Element 1.1. - The teacher demonstrates a deep and extensive knowledge of the subject matter

#### Description:

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner.

#### Connection to College & Career Readiness / Next Generation Standards:

##### Connections to Professional Teaching Standard 1 – Curriculum and Planning

- A comprehensive approach to learning is inclusive of a balanced focus on knowledge and skill-building.
- In order to be successful in creating academic learning experiences characterized by appropriately rigorous content, vigorous instruction, and high expectations for all learners, the classroom teacher must have a comprehensive understanding of the subject matter being taught.
- A diverse set of developmentally appropriate instructional strategies must scaffold students to mastery of the grade level content standards and objectives.
- The teacher employs formative assessment processes to guide daily instruction.

#### Professional practices within this standard-element:

##### At the Distinguished Level

Teachers have a comprehensive knowledge of the vertical alignment of the standards. Evidence exists that the teacher has proficient knowledge of how the content delivered builds upon content conveyed at lower programmatic levels. Additionally, evidence demonstrates that the teacher knows how the content delivered connects to content to be conveyed at higher programmatic levels. Teachers effectively and appropriately communicate content to learners. Content is delivered to students with appropriate rigor as determined by West Virginia Content Standards & Objectives and the individual needs of the students. Classroom instruction consistently reflects the students' interests, and expresses a deeper knowledge of the content through the use of real world examples or experiences (21st century context). Textbooks and programs may take on lesser importance in the formation and delivery of effective instruction. The content is consistently presented through differentiated methods of instruction, accounting for the individual learning modalities of the students. Teachers at the Distinguished level collaborate with other teachers to create lessons and activities, some of which should be cross-curricular lessons or activities.

#### At the Accomplished Level

Teachers have a proficient knowledge of the content for the programmatic level(s) taught. Teachers can effectively and appropriately communicate content to learners. Content is delivered to students with appropriate rigor as determined by West Virginia Content Standards & Objectives and the needs of the individual students. Classroom instruction occasionally reflects the students' interests. The teacher uses real world examples or experiences (21st century context) to enhance student understanding, but to a lesser degree than at the Distinguished level. Content is presented through differentiated methods of instruction. Teachers may demonstrate some success in creating cross-curricular lessons or activities, however they may lack the evidence to demonstrate collaboration with other teachers in the creation of the lessons or activities.

#### **Common Misconceptions or Difficulties:**

There are too many differences in the learning needs among individual students to account for every student in my planning.

Teachers should determine the absolute essential content information / skills every student should learn through each lesson or activity. Then teachers should ask, "How can I address the remaining needs of my students?" These needs may be addressed through future modified lessons or other strategic interventions for specific students.

I cannot teach content which I did not study in college.

Teachers should not be afraid to utilize the resources available to them to strengthen their own knowledge of their content area. Reach out to other teachers within the school building to seek assistance, or contact content/instructional experts at the district level and ask for support. Placing one's self in the role of learner can often help one's teaching; not only will content knowledge be strengthened, but it may also become possible to more easily identify or anticipate potential barriers and difficulties the students may experience in learning the same content.

#### **Professional Development Strategies:**

- As an individual,
  - » *Take full advantage of the annual Self-reflection completed as part of the educator evaluation. Being aware of one's own professional weaknesses is the first step in identifying professional development strategies which are most relevant.*
  - » *Seek the assistance of a veteran or mentor teacher. Mentor teachers may be capable of providing effective lesson plans for direct use, or as examples which may be modified to meet the needs of specific students.*
- As a school or group,
  - » *Review the state's Content Standards and Objectives. Discuss your content area with colleagues develop better awareness of the prerequisite knowledge & skills, and how your students may approach these skills.*
  - » *Institute and/or utilize the common planning period for teachers of similar content or programmatic levels.*

## Resources:

- Websites & Videos
  - » *Educational Impact* ([www.educationalimpact.com](http://www.educationalimpact.com)) – Resources include a wide range of professional development modules/videos. Content aligned specifically to the West Virginia Professional Teaching Standards is available. Contact your school principal or your District / RESA central office to inquire about availability at your school.
  - » *Edutopia* (<http://www.edutopia.org/teacher-development>) – A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education.
  - » *EngageNY* ([www.engageny.org](http://www.engageny.org)) - Resource topics include: The Common Core Standards, Teacher/Leader Effectiveness, Data Driven Instruction, Professional Development (All Grade Levels), and a Video Library.
  - » *Achieve The Core* ([www.achievethecore.org](http://www.achievethecore.org)) – Resource topics include: Common Core instructional resources for ELA/Literacy and Mathematics, Leadership Tools relating to the Common Core Standards.
  - » *School Improvement Network* (<http://www.schoolimprovement.com>) - Professional learning resources designed to help teachers and administrators become even more effective in their educational practices.
  - » *TeacherTube* ([www.teachertube.com](http://www.teachertube.com)) – Video, audio, and document resources on a wide range of searchable topics.
  - » *Teacher Vision* (<http://www.teachervision.com/pro-dev/resource/5778.html>) - A wide range of professional development resources for educators including articles, lesson plans, and other resources from notable publishers and experts in the field.
  - » *The Teaching Channel* ([www.teachingchannel.org](http://www.teachingchannel.org)) – Videos and other resources searchable by topic.
  
- Readings
  - » *Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass. See: Name the Steps (#13), Comprehension (Chapter 12), How All Teachers Can and Must Be Reading Teachers (Chapter 10)*
  - » *Danielson, Charlotte, et. al. (2009). Implementing the Framework for Teaching in Enhancing Professional Practice. Heinlein*
  - » *Ma, L. (1999). Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States. Mahwah, New Jersey: Lawrence Erlbaum Associates*
  - » *Marzano, R.J., Norford, J.S., Paynter D.E., Pickering, D.J. & Gaddy, B.B. (2003). A Handbook for Classroom Instruction That Works. Alexandria, VA: Prentice-Hall. See: Vocabulary (Module 23), Details (Module 24), Skills and Processes (Module 26)*
  - » *Ritchart, Ron, et. al. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass*
  - » *Scholastic Teaching Resources. (2011). The Essential Questions Handbook: Hundreds of Guiding Questions That Help You Plan and Teach Successful Lessons in the Content Areas. Scholastic Inc.*
  - » *Wilson, Donna and Conyers, Marcus. (2013). Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice. New York: Teachers College Press*
  - » *Zemelman, Steve; Daniels, Harvey; Hyde, Arthur. (2012). Best Practice: Bringing Standards to Life in America's Classrooms. Portsmouth, NH: Heinemann*

- Planning Resources
  - » *Office of Early Learning, West Virginia Department of Education. Guidance Documents for PreK-5th Grade levels*  
<http://wvde.state.wv.us/oel/>
  - » *Office of Secondary Learning, West Virginia Department of Education. Resources for Standards-based Units, Project-based Learning, Standards-based Instruction, and 21st Century Instruction are available.*  
<http://wvde.state.wv.us/instruction/>
  - » *West Virginia Center for Professional Development. Resources include, but are not limited to, the following trainings:*
    - Teacher Academy-Provides research-based materials and instructional strategies to help strengthen teaching
    - Coaching/Mentoring Programs-Guides professional development of educational leaders to improve school and classroom practices
    - Advanced Placement Summer Institutes-Learning and support for teachers of Advanced Placement Courses
    - Safe and Supportive Schools-Addresses aspects of school climate and culture using WVDE's School Climate Survey and the WVEIS Discipline Module
    - Infusing Technology-Helps educators transform the use of technological tools into powerful devices for instruction and student engagement in order to increase critical thinking, reasoning, and problem solving skills
    - National Board Certification Support-Ongoing support for NBC candidates throughout the process of completing the four (4) components

Please visit <http://www.wvcpd.org> for more information on training topics, dates, locations, and times.